

FACTORS AFFECTING JUNIOR HIGH SCHOOL TEACHERS IN CONDUCTING RESEARCH: A CASE STUDY IN TULUNGAGUNG

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Teachers have important roles in the development of a nation. Teachers' roles become broader nowadays since transferring the materials in the classroom is not the only duty to fulfill. Research is one of the government ways to improve and develop teachers' professional development. There are factors affecting teachers' in conducting research that need to be found out. This paper aims to find out the problems faced by teachers, factors affecting to conduct research and how the teachers solve the problems. The research method was sequential explanatory multi-method strategy with quantitative data that is explained in qualitative way. The research instruments were adapted questionnaire from Borg (2009) and the interview guide created by the researchers. There were 12 public and private junior high schools in Tulungagung that include 37 participants of English teachers chosen for this study. This research is expected to be helpful for the future researchers that have interest about teacher research and practically beneficial for the teachers in any level of school to be more engaged in doing the research besides teaching.

Key words: factors, affecting, junior high school teachers, teacher research, Continuous Professional Development (CPD)

INTRODUCTION

Teachers play important roles in the students' achievements. As teachers are the controller, conductor manager, facilitator and resource (Byrne, 1992), Brown (2001) in Rachmajanti (2006), it is essential for teachers to be able to make the most of the students' achievements by playing their roles well. It is not enough if teachers graduated from highly reputable universities to motivate the students and guide them to success. Being certified by the government by joining PLPG does not guaranteed the teachers' teaching capability as well. Ofcourse finishing their master's degree may show their knowledge of the English teaching subject field proven by the master title. However, this degree cannot support the students' achievements if the teachers only finish the lessons from the university without trying to apply the knowledge, they get to the classroom they teach.

Nowadays, teachers have a lot of resources surround them that can improve their capability of teaching and develop their professionalism. The high technology and smart gadget in their hand might help them to get the information rapidly. Various social media enable them to communicate with the teachers' forums and community all over the world. Teachers should take the benefits from the technology development. Continuous Professional Development (CPD) is one of the most important things that teachers must deal with. This is not the time for teachers

to be left behind, because a teacher is the agent of change that must be one step forward than the students. Teachers should be able to satisfy the curiosity of the students about knowledge therefore the students can learn English successfully.

Junior high school teachers face a lot of challenges of teaching English to adolescent with their characteristics and ups and downs emotions. There must be a lot of problems about them, about the teaching and learning English that can be taken as a research by teachers. It might be true that teachers find the problems in the classroom and the solution but most of them reluctantly write those into articles of a research. However, writing a research is very useful for the teachers, students, institutions and other teachers in general. Conducting a research is the activities that give teachers practical and applicable knowledge of their own teaching and it is more effective than joining conferences, seminars and workshop. Joining those activities can help them to be more knowledgeable about the theories of teaching but they still need to think how to apply it in their classroom. They need to select the best one. Moreover, it commonly happens that teachers get knowledge from seminars, but then after the activity has done the knowledge is also left on the work desk without proper follow up. As stated by Gurney (1989) in Borg (2009) that an encouragement for teachers to move out from their submissive position and make some innovation in the curriculum development is needed. Changing their perspective into researcher's perspective is also necessary.

Conducting research encourages teachers to think critically. First, they think about the problems of their classroom, and then they try to find the solution of the problems. After that they try the better way to make the teaching learning successful. It is followed by finding underlying theories that support their research. In the end, the researches they conduct help them to improve their teaching. This gives impact to the students' achievement. The more knowledgeable the teachers the better result the students achieve. Then, the more productive the teachers are the better school development. The articles they create will give practical benefit for other teachers and might enrich the English language teaching field.

Unfortunately, conducting research is the most rarely be done by teachers, especially junior high school English teachers in Tulungagung for this study. There must be some reasons that should be revealed why this phenomenon happen. Moreover, the government has introduced and supported teachers to be aware of literacy.

There were several researches discussed about the issue of teacher research. Borg (2009) conducted a research on 505 teachers of English from 13 countries around the world. The result of his study pointed to a number of attitudinal, conceptual, procedural, and institutional barriers to teacher research engagement. Another researcher Kutlay (2012) investigated the conceptions of the research held by the 52 English language teaching instructors in a public university in Turkey. The result showed that teachers evaluated the instances that are compatible with scientific research paradigm as research and the level of engagement in research were low. Saukah and Wulyani (2019) result of the study entitled "*To be or Not to be in Teacher Research: A Question for Professional Development*" discussed the same phenomena as the previous mentioned researchers since their study was the replica of Borg (2009) and the findings were in line with those two previous researchers.

There was a big discussion about teacher research that must be done by the teachers if they want to have higher rank since 2015. If teachers do not write a research paper and published it, their profession incentive will not be given. According to UU No.14 tahun 2005 about lecturer and teacher, teacher is a professional educator with the main duty is teaching, guiding, training, scoring and evaluating the students for pre-school, primary school and high school. There is no statement that of research as the part of teachers' main duty thus teachers do the research just because they are forced to do so. However, another regulation mentioned that CAR becomes one of the professional development for teachers. Peraturan Menteri PAN No. 16 tahun 2009 pasal 11 that mention the continuos

professional development that includes 1. Self-development: a) functional workshop, b) teacher collective activities to increase teacher professional competence 2. Scientific publication a) the result of research that is innovative for formal education; and b) textbook publication and teacher guidelines; 3. Innovative creation: a) find adaptable technology; b) find and create art; c) create media; and d) follow the development of standardized arrangement, problems etc.

METHODS

There were three research questions on this research that cover the problems, the factors and the solution of conducting research for junior high school English teachers in Tulungagung. slightly different from the previous studies conducted about the same topic done by Borg (2009), Kutlay (2013) and Saukah and Wulyani (2019) which are exactly the same focus on the perspective of research according to English teachers that covered characteristics of 'research', reading research, doing research, reasons underlying that and how are the teachers' perception, this current research draw a conclusion of the problems, factors and solution that the English teachers have in conducting research.

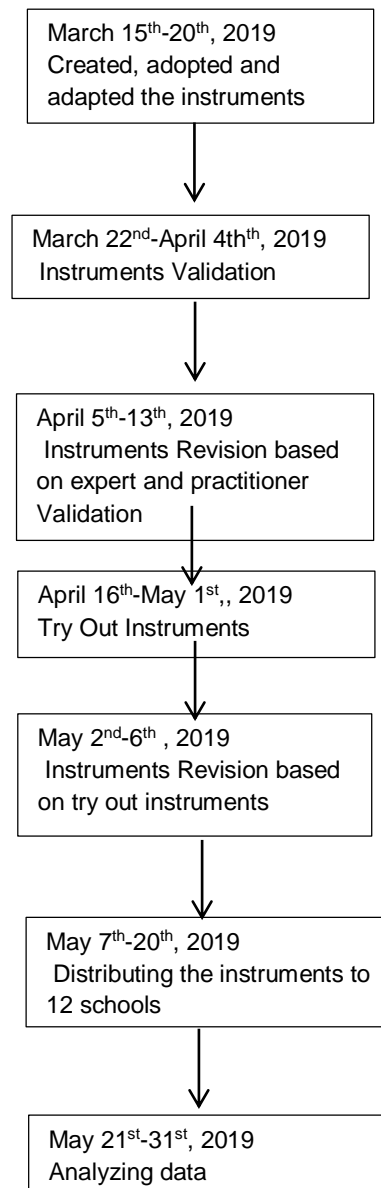
The design of this research is a sequential explanatory multi-method strategy based on Cresswell (2003) in the form of case study. According to *Concise Oxford Dictionary* in McDonough & McDonough (1997) case is an instance of things occurring that carry important implications of a focus on the singular, the individual. McDonough & McDonough (1997) stated that case study research plays important role in many discipline fields of study. The researcher used case study because the research focus on a unique phenomenon. In this case the phenomenon focuses on the factors that affect the junior high school teachers in conducting research.

The study is conducted in public Junior High Schools 1, 2, 3, 4, 5, 6 Tulungagung, SMP Muhammadiyah 1 Tulungagung, SMPK Santa Maria Tulungagung, SMPI Al Azhar, SMP IT Darussalam, SMPI Al Badar and SMP Taman Dewasa Tulungagung.

Questionnaires and Interview guide were used by the researcher to collect the data. Questionnaires which were adopted and adapted from Borg (2009) were used by the researcher as the main instrument to collect the data. The questionnaire consists of six dimensions that dig up the data about teacher research. Another instrument was also made to support the data. Thomas (2003:63) states that interview usually involved a researcher orally asking questions for individuals to answer orally. However, nowadays interview can also be conducted in the written form. As stated by Fontana and Frey (1994) interview can also take the form of face-to-face group interviewing, mailed or self-administered questionnaires, and telephone surveys. Interview is used as the secondary instrument of this research. The interview guide consists of 28 items which include 4 close-ended questions and 24 open-ended questions.

After collecting the data, the researcher sorted the data of questionnaire based on the number of teachers in every school, the length of teaching experience, and the highest qualification of the teachers. The next step was coding the teachers' answer based on each dimension. Then, it was followed by analyzing the data. For the analysis of the questionnaire, the researcher counted the percentage of each item in the questionnaire based on the teachers' answers. Different dimension have different number of answer choices. Thus the researcher counted the percentage based on each dimension. After making the percentage of it, the researcher explained the result of the percentage in

a verbal explanation. The researcher had also tried the questionnaire out. There were 10 teachers from two other schools that were chosen as respondents to answer the try out questionnaire in order to minimize the confusing statements and similar questions in the questionnaire. Besides, there were 37 teachers that were chosen as the real respondents. For the interview guide, the data obtained by the researcher from the interview were transcribed and summarized narratively. Before conducting the interview with the 36 junior high school English teachers, the researcher interviewed 10 teachers from other schools. This try out was intended to make a revision before conducting the real interview. The following figure is the time table of research procedure.



FINDINGS

Questionnaires were completed by 37 junior high school English teachers in the Tulungagung district covering the public junior High schools and private junior high schools. All of the questionnaires were submitted in the form of hardcopy. All teachers of those schools were local teachers. There was no expatriate teacher. The data was presented in Table 1 as follows,

Table 1. Respondents by school

School	N (%)
SMPN 1 Tulungagung	5 (13.5%)
SMPN 2 Tulungagung	4 (10.8%)
SMPN 3 Tulungagung	3 (8.1%)
SMPN 4 Tulungagung	5 (13.5%)
SMPN 5 Tulungagung	4 (10.8%)
SMPN 6 Tulungagung	5 (13.5%)
SMPI Al Azhar Tulungagung	5 (13.5%)
SMPK Santa Maria Tulungagung	2 (5.4%)
SMP Al Badar Tulungagung	1 (2.7%)
SMP Muhammadiyah 1 Tulungagung	1 (2.7%)
SMP Darussalam Tulungagung	1 (2.7%)
SMP Taman Dewasa Tulungagung	1 (2.7%)
Total	37 (100%)

Tables 2 and 3 present the sample according to experience in ELT and qualifications relevant to ELT. Table 2 reflects the range of ELT experience this sample of teachers had, though the majority had between 15 to 24 years teaching experience.

Table 2. Respondents by years of ELT experience

Years	N (%)
0-4	8 (21.6%)
5-9	3 (8.1%)
10-14	5 (13.5%)
15-19	9 (24.3%)
20-24	9 (24.3%)
25+	3 (8.1%)
Total	37 (100%)

The following table presents the qualifications of the teachers.

Table 3. Respondents by highest qualification

Qualification	N (%)
Certificate	-
Diploma	-
Bachelor's	28 (75.6%)
Master's	9 (24.3%)

Doctorate	-
Other	-
Total	37 (100%)

Table 3 indicates that more than 75 percent had undergraduate qualifications. The responses to the questionnaire also showed that (i) 70.2 percent of the respondents (N= 37) worked in public junior high school while (ii) 29.7 percent worked in private junior high school. (iii) the most common age group taught by the sample was 13-19 years old (100 percent, N=37)

Conceptions of Research

Respondents' conceptions of research were elicited in two ways; scenario and quality of a good research.

Evaluating Scenarios

The questionnaire presented 10 scenarios, all describing some form of inquiry, and teachers were asked to indicate to what extent they felt the inquiry in each case was research. There was no true or false answer because the purpose of the item was to dig up the respondents' views of what counted as research. The findings for these questions are summarized in table 4 that gives the percentage of teachers selecting each of the four possible ratings for each scenario.

Table 4. Teachers' assessment of 10 scenarios

Scenario	N	Definitely not research (%)	Probably not research (%)	Probably research (%)	Definitely research (%)
1	37	3 (8.1%)	2 (5.4%)	18 (48.6%)	14 (37.8%)
2	37	-	4 (10.8%)	6 (16.2%)	27 (72.9%)
3	37	7 (18.9%)	13 (35.1%)	8 (21.6%)	9 (24.3%)
4	37	1(2.7%)	1(2.7%)	8(21.6%)	27 (72.9%)
5	37	2 (5.4%)	-	6 (16.2%)	29 (78.3%)
6	37	1(2.7%)	2 (5.4%)	11 (29.7%)	23 (62.2%)
7	37	14 (37.8%)	9 (24.3%)	6 (16.2%)	8 (21.6%)
8	37	8 (21.6%)	14 (37.8%)	7 (18.9%)	8 (21.6%)
9	37	6 (16.2%)	4(10.8%)	12 (32.4%)	15(40.5%)
10	37	11 (29.7%)	3 (8.1%)	14 (37.8%)	9 (24.3%)

Quality of a Good Research

Table 5. Teachers' views on the importance of 18 research characteristics

Teachers' Views	Less Important (%)	Important enough (%)	Unsure (%)	Important (%)	More Important (%)
A large number of people are studied (35)	5 (14.3%)	11 (31.4%)	4 (11.4%)	3 (8.5%)	12 (34.3%)
A large volume of information is collected (35)	-	8 (21.6%)	2 (5.4%)	17 (45.9%)	8 (21.6%)
Experiments are used	1 (2.7%)	1 (2.7%)	3 (8.1%)	19 (51.3%)	13 (35.1%)
Hypotheses are tested	-	2 (5.4%)	-	20 (54%)	15 (40.5%)
Information is analyzed statistically	-	1 (2.7%)	3 (8.1%)	15 (40.5%)	18 (48.6%)
Questionnaires are used	-	4 (10.8%)	5 (13.5%)	19 (51.3%)	9 (43.2%)

The researcher is objective	1 (2.7%)	-	-	19 (51.3%)	16 (43.2%)
The results give teachers' ideas they can use (36)	-	-	11 (29.7%)	12 (32.4%)	13 (35.1%)
The results are made public (36)	2 (5.5%)	2 (5.5%)	1 (2.7%)	21 (58.3%)	10 (27.7%)
Give new ideas for teachers to teach (35)	-	2 (5.7%)	1 (2.8%)	25 (71.4%)	7 (20%)
Variables are controlled (36)	1(2.7%)	1 (2.7%)	6 (16.6%)	21 (58.3%)	7 (19.4%)
Situational, contextual, small scale, practical, and relevant to the classroom	-	1 (2.7%)	-	25 (67.5%)	11 (29.7%)
Give a clear framework for the practical problem solving	-	-	3 (8.1%)	25 (67.6%)	9 (29.7%)
Flexible and easy to adapt	-	1 (2.7%)	1 (2.7%)	24 (64.8%)	11 (29.7%)
Can be participated (36)	-	3 (8.3%)	4 (11.1%)	26 (72.2%)	3 (8.3%)
Include self-evaluation (36)	-	4 (11.1%)	4 (11.1%)	22 (61.1%)	6 (8.3%)
Include the effectiveness of teaching and learning process	-	4 (10.8%)	3 (8.1%)	17 (45.9%)	13(35.1%)
Produce the innovative teaching strategies	-	3 (8.1%)	2 (5.4%)	15 (40.5%)	17 (45.9%)

As table 5 shows, the characteristic 'Information is analyzed statistically' was most highly rated followed by 'Produce the innovative teaching strategies' characteristic. While those two characteristics were followed by characteristics 'questionnaire is used' and 'the researcher is objective.**Research Culture**

Table 6. The Research Culture that the English Teachers have

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Teacher do research themselves	1 (2.7%)	2 (5.4%)	6 (16.2%)	24 (64.8%)	4 (10.8%)
The management encourages teachers to do research	-	7 (18.9%)	3 (8.1%)	25 (67.6%)	2 (5.4%)
Teachers feel that doing research is an important part of their job	-	5 (13.5%)	2 (5.4%)	24 (64.8%)	6 (16.2%)
Teachers have access to research books and journals	-	4 (10.8%)	1 (2.7%)	24 (64.8%)	8 (21.6%)
Teachers have opportunities to learn about current research	-	-	1 (2.7%)	27 (64.8%)	9 (21.6%)
Teachers talk about research	-	4 (10.8%)	-	31 (84%)	2 (5.4%)
Teachers are given support to attend ELT conferences	-	-	1 (2.7%)	30 (81%)	6 (16.2%)
Time for doing research is built into teachers' workload	-	6 (16.2%)	4 (10.8%)	18 (48.6%)	9 (24.3%)
Teachers read published research (36)	-	2 (5.45)	4 (10.8%)	25 (67.6%)	5 (13.5%)

As table 6 shows that most teachers agree that 'teachers talk about research' in their school. This is followed by 'teachers are given support to attend ELT conferences' that will be very useful and support the research culture in their school.

Reading Research

This section of the questionnaire asked respondents about the extent to which they read research, and if not, about their reasons for not doing so.

Frequency of reading

A total of 37 teachers reported how often they read published language teaching research,; 8.1% stated that they never did so, 32.4% stated that they rarely read, 56.7% stated that they sometimes read the published research and 2.7% stated that they often read.

Reasons for not reading research

Table 7 showed the reasons why the teachers do not read research

Table 7. Reported reasons for not reading research

Reasons	Frequency
I do not have access to books and journals	9
I am not interested in research	7
I do not have time	7
I find published research hard to understand	7
Published research does not give me practical advice for the classroom	6

Doing Research

This section focuses on teachers' engagement on research. Teachers were asked how often they did research. They had to provide the reasons why they did research and why they did not do research.

Frequency of doing research

The total 36 teachers reported that 25% of them have never conducted research, 27.7% of them seldom conduct research while 47.2% sometimes conduct research.

Reasons for doing research

Out of the 37 teachers, 15 of them mentioned the reasons of conducting research.

Table 8. Reported reasons for doing research

Reasons	Frequency
As part of a course I am studying on	2
Because I enjoy it	2
Because it is good for my professional development	11
Because it will help me get a promotion	8
Because my employer expects me to	6
Because other teachers can learn from the findings of my work	2
To contribute to the improvement of the school generally	8
To find better ways of teaching	12
To solve problems in my teaching	8
Other reasons (please specify)	

Reasons for not doing research

The total of 37 teachers mentioned why they do not conduct research in Table 9 as follows.

Table 9. Reported reasons for not doing research

Reason	Frequency
I do not know enough about research methods	10

My job is to teach not to do research	7
I do not have time to do research	18
My employer discourages it	14
I am not interested in doing research	8
I need someone to advise me but no one is available	7
Most of my colleagues do not do research	7
I do not have access to the books and journals I need	12
The learners would not co-operate if I ask for their help	2
Other teachers would not co-operate if I ask for their help	-
Other reasons (please specify)	

DISCUSSIONS

Teachers' Conceptions of Research

Based on the responses from the 37 junior high school English teachers in Tulungagung, the results show that those participants' conceptions of research are related to conventional scientific notions of enquiry. The main points were statistics, objectivity, hypotheses, large samples, variables, and relates to Classroom Action Research (CAR). Teachers agree that conducting research is good for their professional development however in fact, make it practical and applied it in their real situation is far different. As stated by Borg (2009) research means to teachers is the distinction between research and routine teaching. According to the result of the teachers' respond of the scenarios, most teachers were confused between the research and the teaching itself. As stated by McIntyre (2005) in Borg (2009) it is necessary to distinguish the different types of knowledge related to teaching that reflective thinking and research are different types of teaching. Research in the teachers' perception is an academic activity that has long steps to follow and long way for publication that might burden their teaching time and their financial. Thus, they do not have any ideas that what they do everyday in the classroom is a kind of simple research if they take their time to write and find some theories to support their findings.

Teachers' conception about research and researchers' conceptions about teacher research is far different. As stated in the previous explanation that teachers thought that research is a hard academic activity while experts believe that teacher research is not that hard because the proportion of teacher research is not the same as the academic researchers' research in the higher education. Latief (2019) stated that teachers should conduct a research but they should not be burdened to conduct academic research that must be published in the journal. What teachers should do is that conducting classroom action research in their classroom in order to understand the teaching process in the classroom. Besides, teachers can try the innovative alternatives to improve the quality of teaching. The results of the teacher research can be shared in the teachers' discussion forum and published in the scientific magazine.

In order to increase teachers' awareness in conducting teacher research, as stated by Borg (2009) one condition to be taken is that broader awareness among teachers about research and the kind of research that are feasible and conducive to the teachers' teaching condition. Continuous communication with the professional is also needed by the teachers. As one of the participants of this study mentioned that it is necessary for lecturer or experts to write with the school teachers. Thus, the research will give benefits for both the experts and the teacher that is being the co-author. From this kind of cooperation of conducting research, teachers will be more confident in

conducting research in the future because they have experienced write with the experts. Teacher-researcher collaboration may give benefits for the teachers' pedagogical practices and contribute to the research literature on teaching and learning (Herrenkohl, Kawasaki, & Dewater, 2010)

Levels of Reported Research Engagement

In terms of the research engagements, two components were studied namely reading research and doing research. The first component is reading research. A total of 37 teachers reported how often they read published language teaching research and most of the teachers stated that they sometimes read the published research. They mostly read from the web-based sources. It is true that reading research can be found using any sources of reading. However, teachers should be careful to choose their readings if they want to develop their professionalism especially in conducting research. Not all the web-based sources are suitable to be used as the reference. As stated by Kutlay (2013) reading research has been discussed in the literature and it is believed that being aware of the findings helps teachers reshape their practices.

The second component is doing research. Doing research and the reason why teachers do not do research were investigated in this study. Many teachers answers that they do not have time to conduct research since their teaching workload is a lot and their employer discourages it. Many others confirm that they do not know enough about research method besides having lack access to the books and journals they need. Few of them mention that they do not have any interest of conducting research because their job is only teaching and most of their colleagues do not do research. Very few stated that they have no one to advise them about research and their students are not cooperative.

Time is always the most difficult thing to do for teachers in conducting research. Teachers have a lot of things to do besides teaching in the classroom. The new system of the government that demands teachers to come early in the morning for digital attendance and leave school in the late afternoon everyday Monday to Thursday make teachers' time management mess up. It is hard for teachers to find the time and energy for personal and professional development activities. As stated by Allison & Carey (2007) in Kutlay (2013) that teachers did not have time for any systematic inquiry as their priority was satisfying immediate needs of learners in the classroom. Teachers who participate in this study also mention that there is a gap between teaching and doing research that needs to be solved. For them, the only reason to conduct a research is because it is one of the requirements for them to make a research for increasing their civil servant degree. Without that requirement, almost all of them will not do research.

CONCLUSION AND SUGGESTIONS

Based on the findings and discussion of the study, it can be concluded there were various problems faced by the teachers in conducting research, there are several factors that affect them in conducting research and there are some ways for them to solve the problems. The problems mentioned by the teachers are lack of time, their ability and knowledge about research, and the employer's less support for them in conducting research. The main factor that affects them to conduct research is the requirement given by the government to write report or classroom action research paper for increasing their civil servant degree. They stated frankly that they do not have solution about the time management in conducting research but for others problem they use discussion forum like workshop and MGMP to discuss about teacher research and reading the research articles in the wen-based sources to improve their ability and develop their knowledge. Some of them suggest the experts to have collaboration with them. For the employer's

lack of support, they think that it is important for the government to facilitate the schools, the employer in this case the headmasters and the teachers to conduct research.

The researcher gives some suggestions related to the government, experts, future researchers and teachers regarding to the teacher research as part of the professional development for teachers. First suggestion is for the government. In order to make teachers able to develop themselves, the government should reorganize about the teachers' workload. If teacher research is needed to be done by the teachers, thus government should give facilities and support the teachers with the time and financial support. Conducting a research for teachers need a lot of energy and time thus if a teacher also conduct a research, their time to do the research should be put in the teaching workload and they should get incentives to support that activity. Second suggestion is for the experts. Experts that mostly come from the higher education institutions such as professors should make collaboration with teachers as the practitioner. Thus the experts who find the theory can see if the theory is applicable or not in the real classroom situation. Third suggestion is for the future researchers. For the future researchers who might conduct research with similar topic, it is suggested to add the knowledge of the teacher research topic and find more detail knowledge about what to study relates to teacher research topic. Fourth suggestion is for English teachers. It is important for the English teachers to keep update with the knowledge of English by reading a lot of sources especially research sources that might be very useful for teaching the students. After that, it is also important to practice writing therefore teacher can have their products that can be useful for their professional development, their students, the institutions and the English knowledge.

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APPENDICES

Appendix 1

Angket Guru

Pengantar

Angket ini bertujuan untuk mengetahui arti 'penelitian' bagi Bapak/Ibu dan peran ' penelitian' dalam mengembangkan profesi Bapak/Ibu sebagai pengajar bahasa Inggris. Berikut ini adalah pertanyaan-pertanyaan penting dalam hal penelitian terutama mengingat guru di berbagai negara di dunia didukung untuk melaksanakan penelitian sebagai bentuk pengembangan profesinya. Harap Bapak/Ibu mengisi angket ini dengan memberikan tanda centang (v) untuk pilihan-pilihan dan memberikan jawaban singkat bagi yang jawabannya tidak tercantum.

Jawaban angket ini akan sangat berguna bagi penelitian saya tentang factor-faktor yang mempengaruhi guru dalam melaksanakan penelitian.

Besar harapan saya Bapak/Ibu mengisi angket ini dengan jujur, sesuai dengan keadaan sebenarnya. Atas kerjasama Bapak/Ibu diucapkan terima kasih banyak.

BAGIAN 1: SKENARIO

Bagian ini bertujuan untuk mengetahui gambaran-gambaran berbagai kegiatan yang dapat disebut sebagai penelitian. Tidak ada jawaban benar atau salah. Bacalah deskripsi dari masing-masing nomor berikut ini dan pilihlah salah satu jawaban.

1. Seorang guru mengetahui bahwa kegiatan belajar mengajar yang dia lakukan di kelas tidak berjalan dengan baik. Guru tersebut memikirkan hal ini setelah kelas usai dan membuat beberapa catatan di buku hariannya. Ia mencoba sesuatu yang berbeda pada pelajaran berikutnya. Kali ini kegiatan pembelajaran menjadi lebih berhasil.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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2. Seorang guru membaca tentang sebuah pendekatan baru untuk mengajar writing dan memutuskan untuk mencobanya di kelas selama dua minggu. Ia merekam beberapa kegiatan belajar mengajar tersebut dan mengumpulkan contoh pekerjaan tertulis muridnya. Ia menganalisa informasi ini dan menyajikan hasilnya di hadapan rekan sejawatnya dalam rapat guru.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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3. Seorang guru sedang menempuh pendidikan magister. Ia membaca beberapa buku dan artikel tentang susunan mengajar grammar. Kemudian ia menulis esai sebanyak 6000 kata dan membahas poin-poin utama dari buku tersebut.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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4. Seorang dosen di sebuah universitas memberikan sebuah angket tentang penggunaan computer di dalam pengajaran bahasa pada 500 guru. Statistic digunakan untuk menganalisa angket tersebut. Dosen itu menulis artikel tentang pekerjaan tersebut dalam sebuah jurnal akademik.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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5. Dua orang guru tertarik pada sebuah bidang keilmuan. Mereka mengamati pelajaran satu sama lain sekali seminggu selama tiga bulan dan membuat catatan tentang bagaimana mereka mengontrol kelas. Mereka membahas tentang catatan mereka dan menulis sebuah artikel tentang apa yang mereka pelajari pada sebuah bulletin nasional yang diterbitkan oleh perkumpulan guru bahasa.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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6. Untuk menemukan satu dari dua metode yang efektif untuk mengajar kosakata, seorang guru menguji dua kelas. Kemudian, guru tersebut mengajar kosa kata untuk masing-masing kelas dengan menggunakan sebuah metode yang berbeda selama empat minggu. Lalu, ia menguji kedua grup lagi dan membandingkan hasilnya dengan tes pertama. Ia memutuskan untuk menggunakan metode yang paling berhasil untuk mengajar di kelasnya.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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7. Seorang kepala sekolah bertemu dengan setiap guru secara pribadi dan menanyakan mereka tentang kondisi kerja mereka. Kepala sekolah tersebut membuat catatan-catatan tentang jawaban-jawaban guru-guru tersebut. Ia menggunakan catatan-catatannya untuk menulis laporan yang ia kumpulkan ke kementerian pendidikan.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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8. Di tengah pelajaran, seorang guru memberikan sebuah lembaran umpan balik pada sebuah kelas berisi 30 siswa. Guru itu membacanya dan menggunakan informasinya untuk memutuskan apa yang akan dilakukan disisa jam pelajaran tersebut.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
---	---	---	---

9. Seorang trainer guru meminta salah satu guru yang dilatihnya untuk menulis sebuah artikel tentang cara-cara memotivasi remaja untuk belajar bahasa inggris. Setelah membaca tugas-tugas tersebut, trainer itu memutuskan untuk menulis sebuah artikel tentang ide guru yang dilatihnya. Ia mengumpulkan artikelnya pada sebuah jurnal professional.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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10. Kepala program pendidikan bahasa Inggris ingin mengetahui pendapat guru tentang sebuah buku pelajaran. Dia memberikan sebuah angket yang lengkap pada semua guru, mempelajari tanggapan guru-guru itu dan menyajikan hasilnya pada rapat staff.

Pasti bukan penelitian <input type="checkbox"/>	Mungkin bukan penelitian <input type="checkbox"/>	Mungkin penelitian <input type="checkbox"/>	Pasti penelitian <input type="checkbox"/>
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BAGIAN 2: CIRI-CIRI SEBUAH PENELITIAN YANG BAGUS

1. Berikut ini adalah ciri-ciri dari penelitian. Berikan tanda centang (v) pada masing masing kotak untuk memberikan pendapat anda tentang seberapa penting ini untuk membuat sebuah penelitian yang bagus

	Tidak penting	Cukup penting	Tidak yakin	Penting	Sangat penting
a. Jumlah orang yang diteliti besar					
b. Jumlah informasi yang dikumpulkan besar					
c. Menggunakan eksperimen					
d. Menguji hipotesis					
e. Informasi diolah secara statistik					
f. Menggunakan angket					
g. Peneliti objektif					
h. Hasilnya dapat dipraktekkan dalam berbagai konteks pengajaran bahasa Inggris					
i. Hasilnya dipublikasikan					
j. Memberikan ide-ide yang baru pada guru untuk digunakan mengajar					
k. Menggunakan variable kontrol					
l. Situasional, kontekstual, berskala kecil, praktis, dan relevan dengan kelas yang diajar.					
m. Memberikan					

kerangka kerja yang teratur pada pemecahan masalah praktis.					
n. Fleksibel dan adaptif					
o. Bersifat partisipatori					

2. Jika ada ciri-ciri lain yang menurut Bapak/Ibu harus ada dalam sebuah penelitian agar dapat dikatakan bagus, tolong ditulis di kolom berikut ini.

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BAGIAN 3: BUDAYA MENELITI

	Sangat tidak setuju	Tidak setuju	Tidak tahu	Setuju	Sangat setuju
Guru-guru melakukan penelitian sendiri					
Sekolah menganjurkan guru untuk melakukan penelitian					
Guru-guru merasa bahwa melakukan penelitian adalah bagian penting dalam pekerjaan mereka					
Guru-guru memiliki akses untuk buku penelitian dan jurnal ilmiah					
Guru-guru memiliki kesempatan untuk belajar tentang penelitian terkini					
Guru-guru membicarakan tentang penelitian					
Guru-guru didukung untuk menghadiri konferensi-konferensi di bidang pengajaran bahasa Inggris					
Waktu untuk melaksanakan penelitian dimasukkan ke					

dalam beban mengajar guru					
Guru-guru membaca penelitian yang dipublikasikan					

BAGIAN 4: MEMBACA HASIL PENELITIAN

1. Seberapa sering Bapak/Ibu membaca hasil penelitian di bidang pengajaran bahasa?

tidak pernah <input type="checkbox"/>	jarang <input type="checkbox"/>	kadang-kadang <input type="checkbox"/>	sering <input type="checkbox"/>
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Jika Bapak/Ibu memilih jarang atau tidak pernah, silahkan lanjutkan ke pertanyaan nomor 4 pada bagian ini.

2. Bapak/Ibu mengatakan bahwa Bapak/Ibu sering/kadang-kadang membaca penelitian di bidang bahasa. Yang mana dari hasil penelitian berikut yang Bapak/Ibu baca?

Buku-buku	
Jurnal-jurnal ilmiah (contoh: Jurnal TEFLIN)	
Jurnal profesi (Contoh: jurnal ilmu pendidikan Bahasa Inggris)	
Majalah profesional (contoh: majalah tentang pendidikan bahasa Inggris di Indonesia)	
Buletin (Contoh: IATEFL SIG newsletter)	
Sumber-sumber penelitian dari web/internet	
Lainnya (tolong sebutkan)	

3. Dalam hal apa penelitian yang Bapak/Ibu baca mempengaruhi Bapak/Ibu dalam hal mengajar?

Penelitian tersebut tidak mempengaruhi cara saya mengajar di kelas	
Penelitian tersebut sedikit mempengaruhi cara saya mengajar di kelas	
Penelitian tersebut cukup mempengaruhi cara saya mengajar di kelas	
Penelitian tersebut lumayan mempengaruhi cara saya mengajar di kelas	
Penelitian tersebut sangat mempengaruhi cara saya mengajar di kelas	

4. Pada pertanyaan nomor 1 Bapak/Ibu menyebutkan jarang atau tidak pernah membaca hasil penelitian. Berikut ini adalah alasan-alasan yang mungkin menjadi jawaban mengapa Bapak/Ibu jarang/tidak pernah membaca hasil penelitian. Centanglah alasan-alasan yang sesuai untuk Bapak/Ibu

Saya tidak tertarik pada penelitian	
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Saya tidak memiliki waktu	
Saya tidak memiliki akses untuk buku dan jurnal	
Saya merasa penelitian yang dipublikasikan sulit untuk dipahami	
Hasil penelitian yang dipublikasikan tidak memberikan manfaat langsung pada kelas yang saya ajar	
Alasan lainnya (tolong tuliskan)	

BAGIAN 5: MELAKSANAKAN PENELITIAN

1. Seberapa sering Bapak/Ibu melaksanakan penelitian?

tidak pernah <input type="checkbox"/>	jarang <input type="checkbox"/>	kadang-kadang <input type="checkbox"/>	sering <input type="checkbox"/>
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2. Bapak/Ibu mengatakan sering/ kadang-kadang melaksanakan penelitian. Berikut ini sejumlah alasan untuk melaksanakan penelitian. Berikan tanda centang pada kolom pernyataan yang sesuai dengan alasan Bapak/Ibu melaksanakan penelitian.
Saya melaksanakan penelitian...

a. Sebagai bagian dari mata kuliah yang sedang saya tempuh	
b. Karena saya menikmatinya	
c. Karena ini bagus untuk mengembangkan profesi saya	
d. Karena ini membantu saya dalam proses kenaikan jabatan	
e. Karena secara administrasi saya diharuskan melakukannya	
f. Karena guru-guru yang lain dapat belajar dari hasil penelitian saya	
g. Untuk memberikan kontribusi pada sekolah secara umum	
h. Untuk menemukan cara mengajar yang lebih baik	
i. Untuk menyelesaikan masalah saya dalam mengajar bahasa Inggris	
j. Lainnya (tolong tuliskan)	

3. Bapak/Ibu mengatakan jarang/tidak pernah melakukan penelitian. Berikut ini sejumlah alasan yang mungkin menyebabkan Bapak/Ibu jarang atau tidak pernah melaksanakan penelitian. Berikan tanda centang pada kolom pernyataan yang sesuai dengan alasan Bapak/Ibu jarang/Tidak pernah melakukan penelitian
Saya tidak melakukan penelitian karena...

a. Saya tidak cukup memahami tentang metode penelitian	
b. Pekerjaan saya mengajar bukan meneliti	
c. Saya tidak punya cukup waktu untuk melakukan penelitian	
d. Administrasi kurang mendukung	
e. Saya tidak tertarik melakukan penelitian	
f. Saya memerlukan orang yang dapat memberi saya masukan tetapi tidak ada	
g. Kebanyakan rekan kerja saya tidak melakukan penelitian	

h. Saya tidak memiliki akses buku dan jurnal yang saya inginkan	
i. Siswa saya tidak dapat diajak kerjasama jika saya meminta bantuan mereka	
j. Beberapa guru tidak cooperative jika saya meminta bantuan mereka	
k. Lainnya (tolong tuliskan)	

BAGIAN 6: TENTANG BAPAK/IBU

1. Lama mengajara bahasa Inggris (berikan tanda centang)

0-4 tahun <input type="checkbox"/>	5-9 tahun <input type="checkbox"/>	10-14 tahun <input type="checkbox"/>	15-19 tahun <input type="checkbox"/>	20-24 tahun <input type="checkbox"/>	Lebih dari 25 tahun <input type="checkbox"/>
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2. Pendidikan Terakhir (berikan tanda centang)

Sertifikat <input type="checkbox"/>	Diploma <input type="checkbox"/>	Sarjana <input type="checkbox"/>	Magister <input type="checkbox"/>	Doktor <input type="checkbox"/>	lainnya <input type="checkbox"/>
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3. Jika Bapak Ibu Bukan dari jurusan bahasa Inggris, tolong tuliskan jurusan dan gelar yang Bapak/Ibu miliki

4. Jenis sekolah tempat Bapak/Ibu mengajar

Negeri <input type="checkbox"/>	Swasta <input type="checkbox"/>	lainnya <input type="checkbox"/>
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5. Usia siswa yang Bapak/ibu ajar

12 tahun ke bawah <input type="checkbox"/>	13-19 tahun <input type="checkbox"/>	20-25 tahun <input type="checkbox"/>	26 tahun ke atas <input type="checkbox"/>
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Appendix 2

Interview Guide

Untuk menggali data yang diperlukan mengenai factor-faktor yang mempengaruhi guru sekolah menengah pertama dalam membuat penelitian guna mendukung penelitian ini, salah satu instrumen yang digunakan adalah *interview guide*.. Berikut ini adalah

pertanyaan-pertanyaan untuk guru mata pelajaran bahasa inggris kelas sekolah menengah pertama yang berkaitan dengan mengadakan penelitian di bidang pendidikan bahasa inggris.

Pertanyaan Wawancara adalah sebagai berikut:

A. Permasalahan yang dihadapi guru

1. Masalah apa saja yang bapak/ibu hadapi dalam mengerjakan penelitian?
2. Apakah permasalahan tersebut datang dari diri sendiri atau dari sekolah dan pemerintah?
3. Bagaimana cara Bapak/Ibu mengatasi masalah tersebut?

B. Pengembangan profesionalisme

1. Menurut Ibu, apakah pemerintah sudah memberikan fasilitas bagi guru bahasa inggris untuk mengembangkan profesionalismenya?
2. Dengan cara apa pemerintah memberikan fasilitas tersebut?
3. Apa saja yang dapat digunakan seorang guru untuk mengembangkan profesionalismenya?
4. Apa saja yang ibu lakukan untuk mengembangkan profesiolisma ibu di bidang pengajaran bahasa inggris?
5. Apa sajakah karya ibu di bidang akademik yang sudah ibu hasilkan untuk mengembangkan profesionalisme Ibu?
6. Penelitian di bidang apa dalam pengajaran bahasa inggris yang sudah Ibu coba?
7. Tolong Ibu sebutkan karya karya akademik yang telah Ibu raih dalam pengajaran bahasa inggris?
8. Bagaimana cara Ibu memotivasi diri untuk terus berkembang?
9. Apakah menjadi seorang penulis juga tugas seorang guru?
10. Bagaimana pandangan Ibu tentang seorang guru yang juga merupakan seorang penulis?

C. Penelitian guru

1. Menurut Ibu apa yang dimaksud dengan penelitian guru?
2. Perlukah seorang guru mengadakan penelitian?
3. Mengapa seorang guru perlu mengadakan penelitian?
4. Apa saja yang harus diteliti oleh seorang guru?
5. Perlukah seorang guru menguji teori yang didapat dari hasil penelitian yang dilakukan peneliti dengan kondisi di kelasnya? Mengapa?
6. Apakah penelitian yang dilakukan guru memberikan dampak positif atau negative pada siswa?
7. Bagaimana caranya melibatkan guru agar aktif dan terlibat dalam diskusi maupun melakukan penelitian?

D. Manfaat Penelitian Bagi Guru

1. Apakah faktor-faktor yang mendukung anda dalam mengadakan penelitian?
2. Apakah manfaat-manfaat mengadakan penelitian bagi seorang guru?
3. Apa saja manfaat yang anda alami terkait dengan penelitian yang anda lakukan?
4. Apakah manfaat bagi siswa jika seorang guru yang mengajar kelasnya juga mengadakan penelitian di kelasnya?

E. Tantangan dan Kesulitan Guru Dalam Mengadakan Penelitian

1. Apakah faktor-faktor yang menghambat Ibu dalam mengadakan penelitian?

2. Apa sajakah kesulitan-kesulitan yang Ibu hadapi dalam mengadakan penelitian?
3. Adakah dampak negative dari sebuah penelitian yang dilakukan oleh guru di suatu kelas bagi siswa di kelas tersebut?
4. Apa saja dampak negative yang mungkin muncul jika guru mengadakan penelitian di suatu kelas terhadap siswa di kelas tersebut?